

The Impact of User Fees on Participation in
Recreation Programs at Ball State University

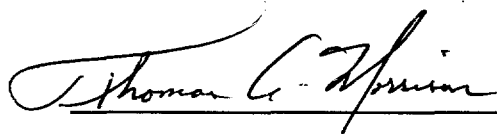
An Honors Thesis (HONRS 499)

by

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Ball State University

Muncie, Indiana

May, 1996

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Introduction

Recreation and exercise are important parts of student life at Ball State University. As the costs of administrating recreation activities continually rise, students could be asked to share in these additional costs in order to participate. If the state allocation for recreational programs remains constant while costs increase due to inflation, the Office of Recreation Programs at Ball State University may need to ask students to pay additional user fees to participate. How much additional money students are willing to pay for their recreational pursuits will be the focus of this study.

There are several reasons that the cost structure of Recreation Programs should be examined. The majority of students at Ball State engage in some form of recreational pursuits (Office of Recreation Programs, 1995). Developing a cost basis that is fair to participants will benefit all who participate in Recreation Programs. As an active participant, my personal interests are stimulated by the discussion of how much students are willing to pay. Finally, I am interested as an accounting student in the study of how pricing policies affect consumers.

Hypothesis

This study will show that recreation is an important part of students' daily activities, students are willing to pay the fees necessary to participate in recreational programs, and students would be willing to pay additional participation fees if costs were to increase.

Review of Literature

Central to the importance of this study is the issue of why recreation is important on a college campus. Recreation programs are more than simply activities for students to get physical exercise. For instance, intramural sports, the largest of the recreational program areas, was once thought of as "the poor cousin in the physical education program (Carlton and Stinson, 1983)" Intramural sports competitions offer many skills essential to development of character, scholasticism, and

professionalism. Some of the important skills that intramural participants can learn include cooperation in groups to achieve common objectives, an appreciation for competition and good sportsmanship, developing special individual interests and abilities, and the development of self-discipline and self-confidence in a social setting (Carlton and Stinson, 1983). The same skills can be learned through participation in aerobics and non-credit classes. Recreation programs dispel the belief that students must be taught in order to learn.

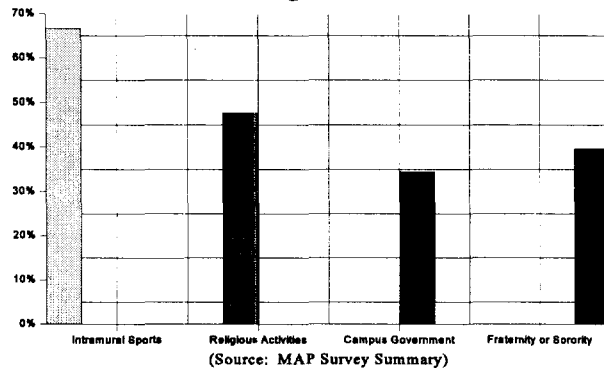
Recreation is also an important part of a student's overall satisfaction at the university. In a survey obtained from 1,223 recent undergraduates of the University of Tennessee in Knoxville, it was found that two of the most powerful predictors of educational satisfaction were relationships with faculty and participation in campus recreation programs (Smith and Thomas, 1989). Students consider recreation a very important part of the many services provided by the university. In a study done at the University of Minnesota by Ron Matross and Kathy Hannaford (1984), students rated recreational sports programs a higher priority than the school newspaper, university band and music programs, and the school television and radio stations.

Students at Ball State University also place significant importance on recreational activity. A survey of 2,197 freshman students at Ball State reveals that 66.7% plan on participating in intramural sports during their first year. Only 47.7% planned on participating in religious activities, 34.5% in campus government, and 39.7% in social fraternities and sororities (Figure 1). It is clear that freshman students value their time involved in recreational activities more than time involved in other activities outside the classroom (Stout, 1995). This trend is shown to continue throughout students' college experiences in a similar study of May graduates. Respondents indicated that 43.1% of seniors had participated in intramural sports during their years at Ball State. However, in the

survey compiled by Brian Pickerill (1995) only 20.2% of students had participated in student government, and only 35.4% had participated in a social fraternity or sorority (Figure 2).

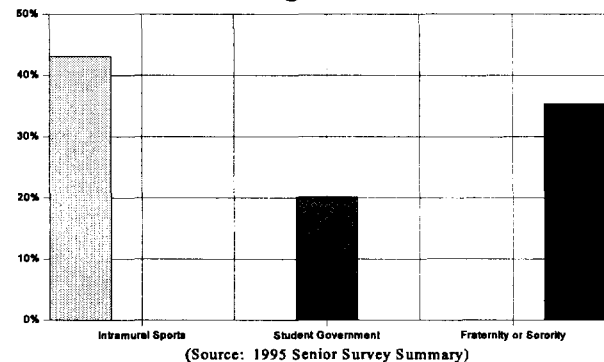
Participation in Activities by Freshmen

Figure 1



Participation in Activities by Seniors

Figure 2



Social skills developed during competitive recreational activities are carried over into students' everyday and professional lives. A study conducted by Sandra R. Smith reached the conclusion that intramural sports can help individuals satisfy their needs for power and success, psychological and physical well-being, and enjoying a more well-rounded collegiate experience (Bougeois, et al, 1995). According to Tony A. Mobley (1980), dean of the School of Health, Physical Education, and Recreation at Indiana University, "Recreation sports must be viewed as a laboratory for almost everything that academic programs in health, physical education, and recreation are trying to accomplish." Intramural sports and recreation activities allow students to learn valuable skills that will benefit students' everyday and professional lives.

Because students at Ball State value their time involved in recreation, it is important that programs are offered that match student interests. Students have a substantial amount of time outside the classroom to pursue personal interests including recreation programs. The time students allot for leisure time should be both enjoyable and constructive to them. Students choose to participate in recreation programs as part of their leisure activities. Recreation is so important to students that they are willing to pay to participate in recreation programs (Ball State University Budget, 1995).

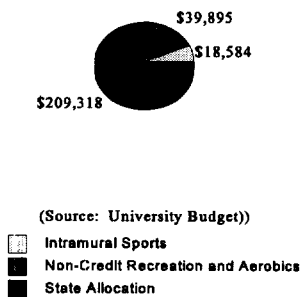
The interests of students determine the type and frequency of programs offered. The cost associated with such programs exceeds the state allocation for facilitating recreation programs (Ball State University Budget, 1995). Consequently, students must pay user fees to offset the deficit. Statistics have shown that even when user fees increase, participation in recreation programs still increases (Office of Recreation Programs, 1995). When a \$10 per team fee for intramural sports was introduced in the fall semester of 1994, participations increased by 51% from the previous fall participation (Office of Recreation Programs, 1995). When quality recreation programs are made available to students, students have shown that they are willing to pay to participate in these programs.

Since Recreation Programs at Ball State University is an institutionally funded program, it is important to find the break-even point where revenues equal expenditures. Revenues and expenditures are cited from the Ball State University Budget for the academic year ended June 30, 1995. Total revenues of \$267,797 is a result of \$18,584 from intramural sports, \$39,895 from non-credit recreation and BSU-Fit aerobics, and a \$209,318 institutional allocation (Figure 3).

Purchases for Recreation Programs totaled \$70,399, student employment wages were \$92,764, and staff wages were \$82,000 resulting to total expenditures of \$245,163 (Figure 4). Included in total expenditures is \$35,945.83 that was strictly used for conducting non-credit recreation and aerobics classes. Overhead is not estimated in this study because many of the components, such as office and administrative wages, of overhead are included in total expenditures. Still other components, such as electricity and maintenance expenses, are not included as expenditures since they are associated with the general maintenance of the sports facilities. Therefore, the true cost of administering recreational programs far exceeds the revenue produced.

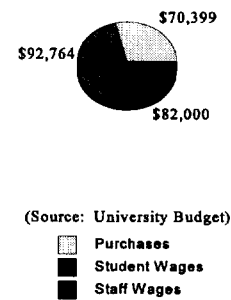
Revenue Sources For Recreation Programs

Figure 3



Expenditures For Recreation Programs

Figure 4



Total expenditures exceed revenue from state allocations resulting in a net deficit before revenues from users fees of \$35,845. The additional \$58,479 earned through intramural sports, aerobics, and non-credit recreation users fees results in a net surplus of \$22,634. The surplus is carried over as a reserve to facilitate recreation equipment needs. Because costs to facilitate recreation programs are constantly rising and state allocations may not increase at the same rate of

inflation, revenue must be earned through user fees in order to keep recreation programs from operating at a deficit. Because students are willing to pay user fees to participate, recreation programs are able to operate with a small surplus.

User fees are necessary in order to maintain current programs and offer new programs as student interests change. User fees can be structured in two ways. Students can pay each time they participate, similar to Ball State's Recreation Programs, or a general service fee can be charged as a part of students' semester tuition. In a budget survey of Mid-American Conference universities, Ball State is the only institution which does not charge its students a general service fee (MAC Recreational Budget Survey, 1996). In a recent study of comparable institutions, Bradford Noyes (1996) concluded it is common for programs receiving little or no aid to use student fees and higher user fees to cover the difference between operating costs and revenues.

The students at Ball State University are charged \$10 to enter an intramural sports team, approximately \$1 per aerobics class, and \$30-\$40 per non-credit class. Central Michigan University charges \$25 per intramural sports team and \$.50 per aerobics class in addition to the \$100 general service fee charged to every student regardless of whether or not that student participates. At Eastern Michigan University, students pay \$15-\$30 per intramural sports team, \$45 per semester for aerobics classes, and a general service fee of \$.75 per credit hour. Students at Miami of Ohio University pay \$10-\$25 per intramural sports team, approximately \$2 per aerobics class, and a \$200 general service fee each year. Other MAC schools like Akron University and Bowling Green University depend solely on student service fees to finance their budgets (MAC Recreational Budget Survey, 1996). Noyes (1996) concluded that "there is no correlation between student or user fees and high

participation rates.” In all cases, students show that they are willing to pay fees to support recreation programs.

Ball State’s user fees are considerably less than other MAC schools, while its student enrollment is similar to the population of other MAC institutions. The fact that recreation programs continue to operate successfully at schools that charge higher recreation fees than Ball State supports the third part of the original hypothesis that students would pay additional fees to participate in recreation programs if they were asked to do so.

Total student fall participation for Recreation Programs for the fall semester, 1995 was 56,298 students. The total includes participation of 42,366 students in intramural sports, 9,908 students in BSU-Fit aerobics, and 4,024 students in non-credit instruction. A participation is defined as every time an individual participates in a structured program. Recreation Programs at Ball State University has experienced significant growth over the past three years. Structured programs grew from 12,288 participations to 30,191 participations in the fall semesters of 1993 and 1995, respectively (Office of Recreation Programs, 1995).

The growth in participations of 146% is attributed to the increased importance placed on structured recreation programs by students and the introduction of aerobics and non-credit classes. The most important factor in determining the amount of aid a program receives from the university is the university’s philosophy regarding its responsibility to provide recreational sports services, rather than the size or success of a program (Noyes, 1996). Ball State University, like other schools, prides itself on teaching students to live a healthy lifestyle, expressed in the following portion of its mission statement:

As part of Ball State's commitment to excellence in education, the university offers students a friendly, collegiate atmosphere, a full range of out-of-class activities, and excellent, well-planned academic, residential, and recreational facilities. An impressive array of student support services contributes to the personal, social, and intellectual development of all students. Because Ball State seeks to foster the full development of individual potential, it encourages the active involvement of students in a variety of university-sponsored programs (Mission Statement, 1989).

An important element of living a healthy lifestyle is physical exercise. Students have shown their increasing awareness of the importance of physical exercise in a variety of pursuits.

Because of the variety of student interests, new programs are offered each year, increasing participations. Billiards tournaments, wrestling meets, new aerobics classes, and new non-credit classes are examples of programs that were recently introduced to meet students' needs (Office of Recreation Programs, 1995). Existing programs have also experienced significant growth the past 3 years. Intramural sports participations have increased 69% from 12,288 in Fall, 1993 to 20,788 in Fall, 1995. Similarly, aerobics classes grew 61% from 3,637 students in Fall, 1994 to 5,856 students in Fall, 1995. Finally, non-credit classes grew 17% from 1,386 students in Fall, 1994 to 1,621 students in Fall, 1995.

Availability of quality recreation programs contributes to the overall satisfaction a student experiences while at a university. The social skills students develop while participating in recreational activities benefit students' everyday and professional lives after graduation. Because students receive personal benefits and overall satisfaction through recreation programs and exercise, students are willing to pay user fees to participate. Revenues earned through user fees are necessary to ensure recreation programs can be offered to match student interests and operate above the break-even point. Recreation programs will continue to grow as students become more aware of the benefits of recreational activity and demand new programs through increasing participation.

Methods

In order to examine what the recreational interests of students at Ball State are, a method was needed to collect students' opinions. The method chosen to gather student data was a three-page, short answer survey. The goal of the survey was to discover what students' recreational interests are, how much they are willing to pay to participate in various programs, and how they would prefer pricing be structured for such programs. The survey asked students to identify their age, gender, class status, whether they lived in a residence hall, and whether they were a member of a social fraternity or sorority. Students were asked questions to determine their level of participation in intramural sports, non-credit classes, aerobics, and use of Irving Gym on their leisure time. Questions were asked to determine what importance recreation has to students and what students perceive to be the quality of programs offered.

The purpose of the survey was to collect student opinions of recreational programs. To determine the importance of recreational programs compared to other social activities, the percentage of students who participate in programs needed to be determined. Secondly, it needed to be determined why students do not participate or have ceased to participate in recreational programs. Examining the reasons students do not participate will show the importance that recreation has to students. The percentage of respondents who list not having enough money to participate will be compared to the percentage of respondents who list other reasons for not participating to determine the importance that pricing has on total student participation. Finally, the survey responses will provide information to whether or not students would pay additional user fees if prices were increased.

Surveys were administered randomly to students at five separate locations. The distribution of surveys included 39 students at Recreation Programs Sign-up Night for spring semester programs, 29 students as a random sample at Irving Gymnasium, 53 students in the concourse of Teachers College, 20 students in the lobby of Swinford Residence Hall, 18 students in a Business Law classroom, and 30 students in a Fundamentals of Management classroom. The survey represents approximately 1% of Ball State's student population. The complete survey and detailed results of responses are included in Appendices A and B.

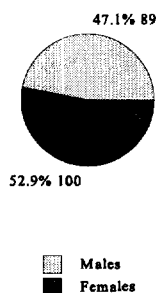
Results

The results of the student survey indicate not only the importance of the pricing policy of Recreation Programs, but also the general attitude of students towards recreation facilities and programs. Opinions about recreation facilities and personnel will influence Recreation Programs to change programs to better adhere to student interests and needs.

To determine how important recreation is to students and how much students are willing to pay for various programs, 189 students, approximately 1% of Ball State's students, were surveyed. The respondents are comprised of 89 males and 100 females (Figure 5). Of the total number of students, 51 live in residence halls and 52 are in the Greek population. The students consist of 20 freshmen, 34 sophomores, 35 juniors, 92 seniors, and 8 graduate students (Figure 6). Because 48 of the surveys were distributed in senior level classes, the survey results are skewed in favor of senior respondents. However, there is little impact from 48% of respondents being seniors. Since the majority of seniors responded in the survey that they had participated in recreational programs during their college life, their opinions best reflect the overall student perception of recreational programs.

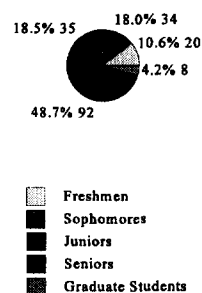
Survey Composition by Gender

Figure 5



Survey Composition by Class Status

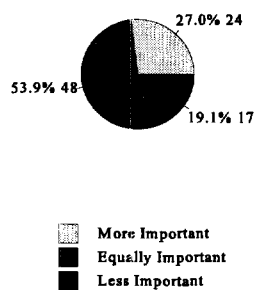
Figure 6



The students were first asked how important their time is involved in recreation activities compared to time involved in other personal pursuits (social clubs, fraternity/sorority, community involvement, etc.). Of the 89 males surveyed, 80.9% responded that recreation was at least equally important to time spent in other personal pursuits (Figure 7). However, 53% of the females surveyed said that recreation is *less important* than other personal pursuits (Figure 8). Similarly, 89.47% of fraternity men placed at least equal importance on time spent in recreational activities, compared to 36.36% of sorority women. The importance of recreation to men is reflected in the results of

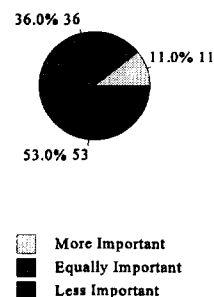
Importance of Recreation to Men

Figure 7



Importance of Recreation to Women

Figure 8



questions on intramural sports and informal recreation. Men participate in 87% of intramural sports competitions and 72% of informal recreation visitations, while women attend 95.8% of aerobics classes. The survey indicates that 72 respondents continue to participate in intramural sports and 86 respondents continue to participate in informal recreation, while only 21 students continue to attend aerobics classes reflecting the additional importance placed on recreation by men.

Another factor that influences how often students participate is the amount of time students can devote to recreation. When students were asked what reason(s) they have for not participating in intramural sports, non-credit classes, BSU-Fit aerobics, or informal recreation, students consistently responded that not having enough time is the most important reason. Students are more likely to participate in informal recreation than structured programs like intramural sports or aerobics because they can use the recreational facilities when it best fits their busy schedules.

Not having enough time is an important factor for 45.39% of students in determining why they do not participate in intramural sports, while only 8.55% of students said not having enough money was important. Similarly, 31.06% and 51.85% of respondents indicated that not having enough time deterred participation, compared to 12.88% and 22.22% who responded that not having enough money caused them not to participate in aerobics and non-credit classes respectively (Figure 9). Students place much more importance on not having enough money for not participating in non-credit classes, the most expensive program offered; students placed much less importance on not having enough money for not participating in intramural sports, which is the least expensive of the recreation programs. The results indicate that there is a positive correlation between the cost associated with each program and the corresponding importance students place on having enough money to participate.

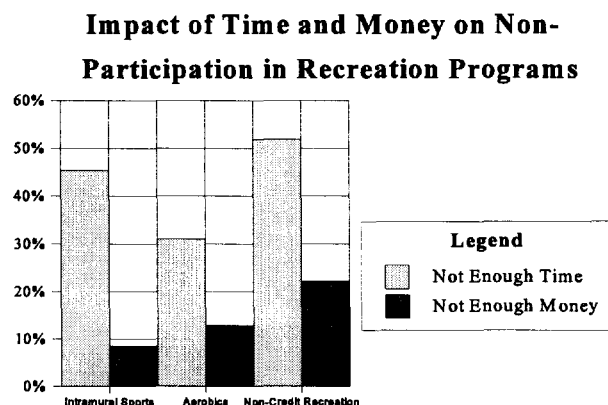


Figure 9

Money is much less of a concern to students than several other factors. Of the students who have participated in intramural sports, 21.71% responded that not being able to get enough players for a team is more important than not having enough money in determining whether or not to participate. Similarly, 13.82% of the same respondents indicated that poor officiating of games was a more important factor than not having enough money in determining participation. When student were asked to list reasons why they do not participate in aerobics, 18.18% of respondents said other forms of aerobic exercise are more enjoyable to them, compared to 12.88% who responded that not enough money was an important reason for not participating.

However, the results of questions that ask students if they would still participate in intramural sports and aerobics if prices increase show students unwilling to support a price increase. Of the respondents who indicated they currently participate, 37.% of males and 47.5% of the total students surveyed would stop participating in intramural sports if prices were raised from \$10 to \$15 (Figure 10). In addition, 30.4% of females and 40.6% of the total students surveyed would stop attending aerobics classes if prices were raised from \$1 to \$1.50 per session (Figure 11).

**Impact of \$5 Price Increase on
Participation in Intramural Sports**



Figure 10

Stop Participating
 Continue to Participate

**Impact of \$.50 Per Class Price
Increase on Participation in Aerobics**

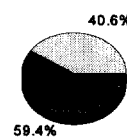


Figure 11

Stop Participating
 Continue to Participate

Another factor students analyze when determining whether or not recreation programs are worth the cost to participate is how the fees are structured. Students expressed a strong preference towards paying a fee for each program each time they participate over a one-time semester fee that would be assessed as part of total student fees. Only 11.9% of students preferred a one-time semester fee and 32.2% preferred a \$2 fee per participant to play intramural sports, while 55.9% of students preferred the current system of \$10 per team entry (Figure 12). Similarly, only 23.8% of students preferred a semester fee for aerobics classes, compared to the current charge of approximately \$1 per class (Figure 13). Students want to have control over their personal

**Students' Preferences Towards
User Fees For Intramural Sports**

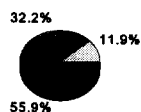


Figure 12

Semester Fee
 \$2 Per Player
 \$10 Per Team

**Students' Preferences Towards
User Fees For Aerobics**



Figure 13

Semester Fee
 \$1 Per Participant

expenditures rather than the university charging students who do not participate in recreation programs.

Conclusion

Students have shown through their increasing participation in both Recreation Programs and informal recreation that recreation is an important part of students' lives. Students experience the benefits of participating in recreation both in and out of the classroom as well as after graduation. The high percentage of students who rated Recreation Programs at least equally important to other social activities reflects the importance recreation has to students. The fact that students willingly pay both student and user fees to participate in recreation in addition to the results of the survey support the original hypothesis that students place significant importance on recreational pursuits.

The results of the survey indicate men place significantly more importance on recreation than women. This conclusion is supported by the fact that men account for 87% of all intramural sports participants, and participation in intramural sports accounts for 69% of total participations for structured programs. However, women are starting to become aware of the benefits and enjoyment of recreational pursuits. Participation in aerobics classes, comprised of 95.8% female participations, increased 61% from Fall, 1994 to Fall, 1995, while participation in intramural sports increased only 12% (Office of Recreation Programs, 1995). In the future, women will become more aware and place additional importance on recreation. Recreational activities of interest to women will be offered to increased female participation.

Students are willing to pay the fees necessary to participate in recreational programs. Even when a \$10 per intramural sports team price increase was enacted at Ball State in 1994, student participation in intramural sports increased by 51%. Growth in recreational programs continued in

1995 when intramural sports prices remained constant, and several new programs were introduced. More survey respondents indicated that time is a factor for not participating than not having enough money, supporting the claim that students are willing to pay to participate. Students at similar institutions have also been willing to pay user fees to participate.

However, a surprising number of respondents indicated in the survey that they would stop participating in programs if prices were increased. This response refutes part of the original hypothesis that students would be willing to pay additional user fees to participate. The results of the survey also refute the MAC Recreational Budget Survey (1996) that shows that students at other institutions pay higher user fees to participate in recreational programs. Even though the survey did not explicitly state that responses would determine pricing strategies, nor was this strategy implied, the responses may be an expression of fear that students have of price increases. Another contradiction to the results of the survey is the fact that student participation in intramural sports increased at Ball State when a \$10 per team fee was introduced in Fall, 1994. Because recreation is such an important part of students' everyday lives, students would support a price increase with minimal loss of participation.

This study shows the importance that students place on recreation and their willingness to pay user fees to participate in programs. It is important to conduct further studies to show the impact of participation on success beyond the university. Further studies should examine what programs should be offered to match the ever-changing recreational interests of students. By offering programs that students want to participate in, recreational programs will continue to grow offering students a setting to develop their social interaction abilities and make constructive use of their leisure time.

APPENDIX A

RECREATION PROGRAMS SURVEY

Thank you for taking the time to complete the following survey. The survey should take approximately 3-4 minutes to complete. The information from the survey will be valuable in completing a study of the pricing structure of Recreation Programs. Your responses may have an impact on how programs are priced in the future.

PLEASE CHECK:

1. Gender: Male 2. Age 3. Freshman 4. Res. Hall? Y/N
 Female Sophomore
 Junior
 Senior

5. Fraternity
Sorority Grad
 Faculty/Staff

6. How important is your time involved in recreation activities compared to your time involved in other personal pursuits (i.e. social clubs, fraternity/sorority, community involvement, etc.)?

More important Equally important Less important

7. Which of the following Recreation Programs have you participated in at Ball State?

Intramurals BSU-Fit Aerobics Non-Credit Classes
Informal Recreation None of the above
- (Non-credit classes include Tae Kwon Do, T'ai Chi Chu'an, Golf, Tennis, Yoga, Scuba Diving, and Racquetball lessons.)
(Informal Recreation includes the fitness room, indoor track, informal basketball and racquetball, etc.)
8. Do you continue to participate in any of the following programs on a regular basis?
- Yes No If "Yes", please check which ones.
- Intramurals BSU-Fit Aerobics Non-Credit Classes
Informal Recreation
9. Which of the following may cause you not to participate in intramural sports? (**You may check more than one.**)

- ☐ I have no interest in any intramural sports currently offered.
- ☐ Don't have enough time to play intramural sports.
- ☐ Can't get enough people to get a team assembled.
- ☐ Not offered at convenient times.
- ☐ Not enough money to spend on intramural sports.
- ☐ Intramural games are poorly officiated.
- ☐ Intramural sports are not made aware to me.
- ☐ Intramural games are not competitive enough.
- ☐ Intramural games are too competitive for my abilities.
- ☐ Other _____

10. How would you prefer intramural sports be priced?

- ☐ Team and individual fees (the current system of \$10 per team, \$5 per doubles team, and \$2 per individual entry)
- ☐ \$2 per player
- ☐ Per student (a fee would be charged to every student as part of total student fees each semester)

11. If the cost to register an intramural team was raised from \$10 to \$15 per team, I would still play team intramural sports.

True ☐ False ☐

12. If the cost to register an individual entry was raised from \$2 to \$5 per team, I would still play individual intramural sports.

True ☐ False ☐

13. Which of the following may cause you not to participate in BSU-Fit aerobics? **(You may check more than one.)**

- ☐ I am not interested in any aerobics classes currently offered
- ☐ I don't have any friends that will go to aerobics classes with me.
- ☐ Don't have enough time to participate in aerobics.
- ☐ Aerobics classes are not offered at times that I am available.
- ☐ Not enough money to spend on aerobics classes.
- ☐ Other forms of aerobic exercise (jogging, biking, walking) are more enjoyable to me than BSU-Fit aerobics.
- ☐ BSU-Fit aerobics classes are not made aware to me.
- ☐ My past experiences with BSU-Fit aerobics were not enjoyable.
- ☐ BSU-Fit aerobics classes are not physically demanding enough.
- ☐ BSU-Fit aerobics classes are too demanding for my abilities.
- ☐ Other _____

14. How would you prefer BSU-Fit aerobics be priced?

- ☐ Pay a one-time fee at the beginning of the semester to participate.
- ☐ Keep the pay schedule the same (approximately \$1 per class).

15. If the cost to participate in BSU-Fit aerobics was raised to \$1.50 per class, I would still go to aerobics classes.

True ___ False ___

16. Which of the following may cause you not to participate in Non-credit classes? **(You may check more than one.)**

(Non-credit classes include Tae Kwon Do, T'ai Chi Chu'an, Golf, Tennis, Yoga, Scuba Diving, and Racquetball lessons.)

- ___ I am not interested in any Non-credit classes currently offered.
- ___ I don't have any friends that will go to Non-credit classes with me.
- ___ Don't have enough time to participate in Non-credit classes.
- ___ Non-credit classes are not offered at times that I am available.
- ___ Not enough money to spend of Non-credit classes.
- ___ Non-credit classes are not made aware to me.
- ___ My past experiences with Non-credit classes were not enjoyable.
- ___ Non-credit classes are not physically demanding enough.
- ___ Non-credit classes are too demanding for my abilities.
- ___ I have no interest in any Non-credit classes currently offered.
- ___ Other _____

17. If the cost to participate in Non-credit classes was raised from \$20 per 12 session class to \$30 per 12 session class, I would still participate in Non-credit classes.

True ___ False ___

18. Which of the following may cause you not to participate in Informal recreation? **(You may check more than one.)**

(Informal Recreation includes the fitness room, indoor track, informal basketball and racquetball, etc.)

- ___ I am not interested in informal recreation.
- ___ I don't have any friends that will go to work out with me.
- ___ Don't have enough time to participate in informal recreation.
- ___ Informal recreation hours are not made aware to me.
- ___ My past experiences with informal recreation were not enjoyable.
- ___ Other _____

Thank you for taking the time to complete the survey. Your responses are very important to my study of Recreation Programs and may have an impact on the price structure in the future.

APPENDIX B

RECREATION PROGRAMS SURVEY RESULTS

<u>RESPONDENTS</u>	<u>GENDER</u>	<u>YEAR</u>	<u>RESIDENCE HALL</u>	<u>FRAT/SOR</u>
189	M: 89 F: 100	FR: 20 SO: 34 JU: 35	YES: 51 NO: 138	FRAT: 19 SOR: 33
MALE RES. HALL:	24	SE: 92		
FEMALE RES. HALL:	27	GR: 8		

QUESTION 6:

How important is your time involved in recreation activities compared to your time involved in other personal pursuits (i.e. social clubs, fraternity/sorority, community involvement, etc.)?

	<u>More important</u>	<u>Equally important</u>	<u>Less important</u>
MALE:	24	48	17
FEMALE:	11	36	53
	----	----	----
TOTALS	<u>35</u>	<u>84</u>	<u>70</u>
PCT.	18.5%	44.4%	37.0%
FRESH:	0	15	5
SOPH:	5	16	13
JUN:	10	12	13
SEN:	18	40	34
GRAD:	2	1	5
	----	----	----
TOTALS	<u>35</u>	<u>84</u>	<u>70</u>
PCT.	18.5%	44.4%	37.0%
FRAT:	2	15	2
SOR:	2	10	21
	----	----	----
TOTALS	<u>4</u>	<u>25</u>	<u>23</u>
HALL:	7	27	17

QUESTION 7:

Which of the following Recreation Programs have you participated in at Ball State?

	<u>TOTAL</u>	<u>% OF TOTAL</u>
INTRAMURALS	108	57.1%
BSU-FIT AEROBICS	44	23.3
NON-CREDIT CLASSES	27	14.3
INFORMAL RECREATION	116	61.4
NONE OF THE ABOVE	24	12.7
	-----	-----
	189	100.0%

QUESTION 8:

Do you continue to participate in any of the following programs on a regular basis?

	<u>TOTAL</u>	<u>% OF TOTAL</u>
YES:	130	68.8%
NO:	59	31.2%

QUESTION 8A:

	<u>TOTAL</u>	<u>% OF TOTAL</u>
INTRAMURALS	72	38.5%
BSU-FIT AEROBICS	21	11.2
NON-CREDIT CLASSES	8	4.3
INFORMAL RECREATION	86	46.0
	-----	-----
	187	100.0%

QUESTION 9:

Which of the following may cause you not to participate in intramural sports? **(You may check more than one.)**

- 69 Don't have enough time to play intramural sports.
- 41 I have no interest in any intramural sports currently offered.
- 33 Can't get enough people to get a team assembled.
- 21 Intramural games are poorly officiated.
- 18 Not offered at convenient times.
- 15 Intramural sports are not made aware to me.
- *13 Not enough money to spend on intramural sports.
- 7 Intramural games are too competitive for my abilities.
- 4 Intramural games are not competitive enough.

152

* Not enough money to spend on intramural sports.
(13/152 = 8.55%)

* The 41 respondents who expressed no interest in intramural sports are not included in the total.

<u>GENDER</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
MALE:	7	53.8%
FEMALE:	6	46.2
	----	-----
TOTALS	13	100.0%

<u>CLASS STANDING</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
FRESH:	2	15.4%
SOPH:	4	30.8
JUN:	4	30.8
SEN:	3	23.1
GRAD:	0	0.0
	----	-----
TOTALS	13	100.0%

<u>GREEK</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
FRAT:	2	66.7%
SOR:	1	33.3
	----	-----
TOTALS	3	100.0%
HALL:	3	

QUESTION 10:

How would you prefer intramural sports be priced?

	<u>Current system</u>	<u>\$2 per player</u>	<u>Per student</u>
MALE:	45	19	12
FEMALE:	35	27	5
	----	----	-----
TOTALS	<u>80</u>	<u>46</u>	<u>17</u>
PCT.	55.9%	32.2%	11.9%
FRESH:	6	6	2
SOPH:	16	7	3
JUN:	14	11	5
SEN:	41	20	7
GRAD:	3	2	0
	----	----	-----
TOTALS	<u>80</u>	<u>46</u>	<u>17</u>
PCT.	55.9%	32.2%	11.9%

QUESTION 10 (Continued):

FRAT:	9	4	4
SOR:	14	7	1
	----	----	----
TOTALS	<u>23</u>	<u>11</u>	<u>5</u>
HALL:	18	13	6

QUESTION 11:

If the cost to register an intramural team was raised from \$10 to \$15 per team, I would still play team intramural sports.

True ___ False ___

	<u>TOTAL TRUE RESPONSE</u>	<u>TOTAL FALSE RESPONSE</u>	<u>% OF TOTAL</u>
MALE:	46	27	63.0%
FEMALE:	28	40	41.2
	----	----	----
TOTALS	<u>74</u>	<u>67</u>	<u>141</u>
PCT.	<u>52.5%</u>	<u>47.5%</u>	<u>100.0%</u>
FRESH:	7	8	46.7%
SOPH:	12	14	46.2
JUN:	17	11	60.7
SEN:	34	35	49.3
GRAD:	4	2	66.7
	----	----	----
TOTALS	<u>74</u>	<u>67</u>	<u>141</u>
PCT.	<u>52.5%</u>	<u>47.5%</u>	<u>100.0%</u>
FRAT:	9	8	52.9%
SOR:	11	15	42.3
	----	----	----
TOTALS	<u>20</u>	<u>23</u>	<u>43</u>
PCT.	<u>46.5%</u>	<u>53.5%</u>	<u>100.0%</u>
HALL:	15	28	34.9%

QUESTION 12:

If the cost to register an individual entry was raised from \$2 to \$5 per team, I would still play individual intramural sports.

True ___ False ___

	<u>TOTAL TRUE RESPONSE</u>	<u>TOTAL FALSE RESPONSE</u>	<u>% OF TOTAL</u>
MALE:	40	34	54.1%
FEMALE:	20	48	29.4
	----	----	----
TOTALS	<u>60</u>	<u>82</u>	<u>142</u>
PCT.	42.3%	57.7%	100.0%
FRESH:	4	10	28.6%
SOPH:	11	15	42.3
JUN:	17	13	56.7
SEN:	26	40	39.4
GRAD:	2	4	33.3
	----	----	----
TOTALS	<u>60</u>	<u>82</u>	<u>142</u>
PCT.	42.3%	57.7%	100.0%
FRAT:	10	7	58.8%
SOR:	7	18	28.0
	----	----	----
TOTALS	<u>17</u>	<u>25</u>	<u>50</u>
PCT.	44.0%	56.0%	100.0%
HALL:	10	23	30.3%

QUESTION 13:

Which of the following may cause you not to participate in BSU-Fit aerobics? (You may check more than one.)

- 79 I am not interested in any aerobics classes currently offered.
 - 41 Don't have enough time to participate in aerobics.
 - 26 Aerobics classes are not offered at times that I am available.
 - 24 Other forms of aerobic exercise (jogging, biking, walking) are more enjoyable to me than BSU-Fit aerobics.
 - *17 Not enough money to spend on aerobics classes.
 - 12 I don't have any friends that will go to aerobics classes with me.
 - 5 BSU-Fit aerobics classes are not made aware to me.
 - 4 My past experiences with BSU-Fit aerobics were not enjoyable.
 - 2 BSU-Fit aerobics classes are too demanding for my abilities.
 - 1 BSU-Fit aerobics classes are not physically demanding enough.
-
- 132

* Not enough money to spend on aerobics classes.
(17/132 = 12.88%)

* The 79 respondents who expressed no interest in BSU-Fit aerobics are not included in the total.

<u>GENDER</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
MALE:	0	0.0%
FEMALE:	17	100.0
	----	-----
TOTALS	17	100.0%

<u>CLASS STANDING</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
FRESH:	0	0.0%
SOPH:	9	52.9
JUN:	1	5.9
SEN:	6	35.3
GRAD:	1	5.9
	----	-----
TOTALS	17	100.0%

<u>GREEK</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
FRAT:	0	0.0%
SOR:	7	100.0%
	----	-----
TOTALS	7	100.0%
HALL:	4	

QUESTION 14:

How would you prefer BSU-Fit aerobics be priced?

	<u>One-time fee</u>	<u>\$1 per student</u>
MALE:	5	12
FEMALE:	19	65
	----	-----
TOTALS	<u>24</u>	<u>77</u>
PCT.	23.8%	76.2%
FRESH:	3	9
SOPH:	2	16
JUN:	8	12
SEN:	10	36
GRAD:	1	4
	----	-----
TOTALS	<u>24</u>	<u>77</u>
PCT.	23.8%	76.2%

QUESTION 14 (Continued):

FRAT:	2	3
SOR:	9	20
	-----	-----
TOTALS	<u>11</u>	<u>23</u>
PCT.	32.4%	67.6%
HALL:	6	16

QUESTION 15:

If the cost to participate in BSU-Fit aerobics was raised to \$1.50 per class, I would still go to aerobics classes.

True ___ False ___

	<u>TOTAL TRUE RESPONSE</u>	<u>TOTAL FALSE RESPONSE</u>	<u>% OF TOTAL</u>
MALE:	9	18	33.3%
FEMALE:	48	21	69.6
	-----	-----	-----
TOTALS	<u>57</u>	<u>39</u>	<u>96</u>
PCT.	59.4%	40.6%	100.0%
FRESH:	8	4	66.7%
SOPH:	9	9	50.0
JUN:	12	10	54.5
SEN:	25	14	64.1
GRAD:	3	2	60.0
	-----	-----	-----
TOTALS	<u>57</u>	<u>39</u>	<u>96</u>
PCT.	59.4%	40.6%	100.0%
FRAT:	5	1	83.3%
SOR:	14	11	56.0
	-----	-----	-----
TOTALS	<u>19</u>	<u>12</u>	<u>31</u>
PCT.	61.3%	38.7%	100.0%
HALL:	13	10	56.5%

QUESTION 16:

Which of the following may cause you not to participate in Non-credit classes? (You may check more than one.)

- 81 I am not interested in any Non-credit classes currently offered.
 70 Don't have enough time to participate in Non-credit classes.
 *30 Not enough money to spend on Non-credit classes.
 14 Non-credit classes are not made aware to me.
 11 I don't have any friends that will go to Non-credit classes with me.
 8 Non-credit classes are not offered at times that I am available.
 1 Non-credit classes are not physically demanding enough.
 1 Non-credit classes are too demanding for my abilities.
 0 My past experiences with Non-credit classes were not enjoyable.

 135

* Not enough money to spend on Non-credit classes.
 (30/135 = 22.22%)

* The 81 respondents who expressed no interest in Non-credit classes are not included in the total.

<u>GENDER</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
MALE:	12	40.0%
FEMALE:	18	60.0
	----	-----
TOTALS	30	100.0%

<u>CLASS STANDING</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
FRESH:	4	13.3%
SOPH:	2	6.7
JUN:	7	23.3
SEN:	15	50.0
GRAD:	2	6.7
	----	-----
TOTALS	30	100.0%

<u>GREEK</u>	<u>TOTAL</u>	<u>% OF TOTAL</u>
FRAT:	4	44.4%
SOR:	5	55.6
	----	-----
TOTALS	9	100.0%
HALL:	10	

QUESTION 17:

If the cost to participate in Non-credit classes was raised from \$20 per 12 session class to \$30 per 12 session class, I would still participate in Non-credit classes.

True ___ False ___

	<u>TOTAL TRUE RESPONSE</u>	<u>TOTAL FALSE RESPONSE</u>	<u>% OF TOTAL</u>
MALE:	17	32	34.7%
FEMALE:	13	37	26.0
	----	----	-----
TOTALS	<u>30</u>	<u>69</u>	<u>99</u>
PCT.	30.3%	69.7%	100.0%
FRESH:	4	6	40.0%
SOPH:	1	15	6.3
JUN:	11	12	47.8
SEN:	12	32	27.3
GRAD:	2	4	33.3
	----	----	-----
TOTALS	<u>30</u>	<u>69</u>	<u>99</u>
PCT.	30.3%	69.7%	100.0%
FRAT:	5	7	41.7%
SOR:	2	18	10.0
	----	----	-----
TOTALS	<u>7</u>	<u>25</u>	<u>32</u>
PCT.	21.9%	78.1%	100.0%
HALL:	6	24	20.0%

QUESTION 18:

Which of the following may cause you not to participate in Informal Recreation? **(You may check more than one.)**

- 17 I am not interested in informal recreation.
- 25 I don't have any friends that will go to work out with me.
- 67 Don't have enough time to participate in informal recreation.
- 19 Informal recreation hours are not made aware to me.
- 5 My past experience with informal recreation were not enjoyable.

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